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ABSTRACT

An insightful overview of what makes schools effective is presented. The report is based on a study of 272 schools that have been recognized by the Department of Education as exemplary, with particular focus given to the 60 private elementary schools within this group. Themes and characteristics that are frequently mentioned include strong leadership, good teaching mixed with commitment and teamwork, high morale, self-reliance, and autonomy. Eligibility requirements and selection criteria are given. A list of the schools recognized in 1986 is also included. (CB)

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EXEMPLARY SCHOOLS 1986

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Private Elementary School Recognition Program - 1985-86

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EXEMPLARY SCHOOLS • 1986

Foreword

Nearly everyone looks back with wistful affection to the first years in school. Like families, elementary schools are "present at the creation," and their gifts are beyond words or comparison.

Sixty of these—the private elementary schools named as exemplary in this year's recognition program—are the subject of this report. That no two are alike nor would ever seek to be is just one fact about them. There are many other facts worthy of our attention.

To give an account of these and to offer an overview of the characteristics found among exemplary private elementary schools, James Howard's report of the 1985-86 Program has brought us close to some superb schools, their teachers and their heads; and as his writing teaches us about elementary education, it also reminds us how rare is the ability to share the ethos of schools with both truth and grace.

Many themes run through the report: leadership, with its different manifestations among people of competence; good teaching mixed with commitment and teamwork; high morale; and the powerful push of self-reliance that drives schools toward excellence whatever their financial condition.

It is not surprising that the word which comes, again and again, to the fore is "autonomy." Autonomy is pervasive in these schools and James Howard says why: "Autonomy feels good." If there is a secret about excellent schools in this report, a first lesson to go with Secretary Bennett's *First Lessons*, it is that each school professional must be free to help create the school which all, working together, see as the ideal.

As we end a third private school recognition program under the auspices of the Department of Education, we acknowledge gratefully the counsel and support of Secretary William J. Bennett, Assistant Secretary Chester Finn and members of the Department and bless them for their spirited championing of school improvement and of the proposition that school improvement is well served by making highly visible many models of excellence in our private and public schools.

We are also indebted to the thirteen members and advisors of the Steering Committee who made all the Program's big decisions—about schools to be visited and to be recognized. This diverse group has developed the rare capacity to reach clear consensus without sacrificing an iota of anyone's educational predilections.

The Program could not have taken place if nearly 300 private elementary schools had not been willing to disclose fully the facts of their existence. And if nearly a third of that number, selected by peer review, had not submitted to tough assessment and critique by the site visitors and Steering Committee. Our profound appreciation goes to them and to the 207 teachers, principals and other educators who made the 120 site visits and wrote insightfully about them. Their findings instructed and enriched our Committee's deliberations, made possible final Program decisions, and ultimately helped inform this report.

We present the report as a cogent account of the ingredients of good private elementary schools in the hope that it will be widely read and its lesson studied and learned.

Robert L. Smith
Executive Director
Council for American Private Education

Recognizing Exemplary Schools

Friday, September 12th, was a hot, humid day in Washington, with sprinkles and showers that kept smart dresses and good suits at risk. But weather didn't faze the 272 elementary school principals who were there to attend a White House ceremony. From Maine and Hawaii, Alaska and Florida, and every state between, they had come because their schools had won national recognition as exemplary schools.

Before the White House ceremony, when members of Congress addressed them, Pennsylvania's Representative William F. Goodling told them, "You are the most important people in the country, if the country is to have a future." Presiding with gentle irreverence, Deputy Under Secretary of Education Peter Greer made the festive luncheon a good time. There were dancing girls (from Smothers Elementary School, D.C.), band music (by the Falls Church, Virginia, Elementary School Band), and a speech by Under Secretary Gary Bauer who assured the assembled principals that with "friends, God, and Washington, D.C." their schools had the advantage of a good public. Then, with warm handshakes and sometimes a hug or a kiss, Secretary of Education William J. Bennett presented each principal with a flag symbolizing excellence in education, and a gallery of children who rode the train all night cheered when their principal received the flag that was to fly at their school.

A total of 967 schools have been so honored since the recognition program began four years ago. In 1982, the nation's schools were facing a crisis of confidence and Terrel H. Bell, then Secretary of Education, determined on a plan to identify schools which exemplify the teaching and learning that result in excellent education. The intention has never been to establish an official list of the best schools in the country, or simply to make the citizenry feel better. The purpose was, and is, to give such schools appropriate recognition and to promote the "national conversation on excellence in education" on which lasting school improvement ultimately depends.

Only public secondary schools were eligible for recognition in the program's first year. In the second and third years, private secondary schools were included to promote "broader understanding of what constitutes excellence in education"; and this year, "The Year of the Elementary School," secondary schools have given place. The

Department of Education intends to alternate the recognition of secondary and elementary schools from year to year as long as the program continues.

Administered by the Council for American Private Education, the selection of private schools is the charge of a steering committee whose members are drawn from the leadership of the Council's constituent organizations and other organizations with schools in the program.[1] The steering committee draws up eligibility requirements and selection criteria, and supervises the entire selection process. The eligibility requirements and selection criteria for the 1986 program appear on page 13 of this report.

In the autumn of 1985, the Council's executive director addressed a letter to more than 17,000 private elementary school heads, inviting them to apply for their schools' recognition. To apply is to enter upon an exercise of introspection and disclosure not unlike the preparation secondary schools make for evaluation by a regional accrediting association. A 19-page form calls for figures and facts about enrollment, program, and staff; a statement of philosophy, with information about school organization and practice; facts and commentary on student achievement, challenges the school has met and expects to face, and a statement of the school's case for recognition as exemplary. Of the 1350 elementary schools that requested applications for recognition in 1986, 293 completed them.

Screening the applications is a function of committees formed by the constituent organizations to which applicant schools belong.[2] Every school is thereby assured peer review at the outset. The reviewers are obliged to follow the criteria that apply to all schools, but they may add criteria of their own. After the screening committees determine which schools qualify for further consideration, two site visitors—in each instance, one familiar with schools like the applicant, the other from a different part of the private sector—confirm or question the schools' qualifications for recognition.

At the last, the steering committee reviews the site visitors' reports together with the schools' applications to make a selection that represents the diversity among private schools and exhibits the strengths or qualities characteristic of private elementary education.

The Critical Beginning

"Education is a continuum, lasting a lifetime. Elementary education is its critical beginning."[3]

The words are those of Secretary of Education William J. Bennett, and the Secretary's diction is precise. Elementary education is the critical beginning. The learning of a lifetime depends on it. If elementary education is sound, learning can continue—steadily, cumulatively, fully. If it is unsound, learning will proceed only with difficulty; the continuum will have faults which will not be overcome easily, if they are overcome at all.

Because school is the institution chiefly responsible for giving education form and for providing professional instruction, it follows that elementary schooling is also critically important. The quality and character of elementary schooling inevitably have much to do with the soundness of elementary education.

Recent research and literature have helped to identify the characteristics of "effective schools"—schools that do competently and effectively what they purport to do—and the list lengthens as more characteristics are identified. It is perfectly clear, however, that effective schools are not simply the aggregate or sum total of discrete qualities. Rexford Brown likens schools to ecosystems. "In each school," he says, "many different but interdependent factors combine to create an ecosystem, with a particular ethos and ambience that will determine how good learning conditions are for each student." It is not given to every school to become an ecosystem. Brown observes that some of the characteristics of effective schools are "derived from luck and tradition, imposed by community or state goals and values, or accreted through years of unrelated decisions by literally thousands of people."[4]

Notwithstanding, effective schools commonly have the benefit of a principal who assumes instructional leadership, and a climate or atmosphere that encourages learning. They are communities in which teachers collaborate in the pursuit of clearly understood goals and priorities, and share with administrators the belief that all students can learn. Their expectations of students are high without being unrealistic. Giving incentives to achieve and recognition for achievement, they monitor the students' progress closely and measure it in different ways.

For a certainty, the 60 private elementary schools recognized this year as exemplary are among the country's most effective schools.

Gone, it may be, are the colorful autocrats who held sway over the private academies of yesteryear, but no less effective and assuredly not without color are the leaders of today's schools. Here is a principal with "a bias for action" and "the energy to follow through on details." Here is another, "easy to approach," who believes "students generally apply enough academic pressure upon themselves" and says "we need very few rules." Still another is "direct, down-to-earth, and honest to a fault."*

Although many teach—and may well be teachers worthy of emulation—principals neither set the pace nor define the style all others must follow. Neither do they prescribe, ex officio, the curriculum. Their leadership is in part an expression of their own values and purposes as educators and in part a function of close association with colleagues.

The data submitted by the schools and the reports of site visitors make it abundantly clear that the principals of exemplary private elementary schools have substantial impact on the substance and form instruction takes. A site visitor described the leadership of one this way:

> He has articulated the school's philosophy, is constantly refining his vision of its possibilities, and has effectively established the direction of its program. More, though, he has encouraged teachers to expand themselves, to participate in the accomplishment of the school's goals, to learn more about the theory and practice of instruction, to be proud of their work as professionals. The exhaustive work of curriculum review and revision, accomplished by the various faculty committees, is one clear evidence of teachers' eager response to his leadership.

The impact of principals varies, inevitably, and the instant example may be unusual. The evidence is compelling, however, that virtually without exception the principals of exemplary private schools take a leadership part in the development of curriculum and the direction of instruction.

The other side of the coin is that virtually without exception, teachers share the responsibility. Faculty participation in curriculum planning is standard operating procedure. It happens in the course of regular faculty and department meetings, as well as in the course of daily contact. "Across the grades, program growth occurs through the informal contact possible with a small faculty," one principal explains. Another acknowledges, "The faculty is actually small enough to function like a well-informed, active committee."

At the same time, most schools make formal provision for the role of teachers in curriculum development. It is probably safe to say that much more often than not curriculum is the product of teacher collaboration. Here is the succinct description of the provision in one of the schools:

> Each faculty member serves on a specific curriculum committee. The chairperson is responsible for presenting the committee's recommendations to the entire faculty and then reporting the conclusion to the principal. In this manner, the faculty develops and revises the curriculum. The curriculum is not mandated by the principal.

The voice of teachers is not restricted to curriculum matters. Serving on long-range planning committees, admissions committees, and discipline committees, individual teachers commonly have important decision- and policy-making responsibility. In some schools they have representatives on the board of trustees. There are indeed very few schools in which rank-and-file faculty members do not participate and collaborate in developing and carrying out the entire program. "The teachers perceive themselves as professionals having considerable input into the instructional program, policies, and discipline guidelines," writes an exemplary school principal. She continues:

> They meet and work in their own areas (math, language arts, social studies, etc.) and across grade levels, to develop curriculum and shape programs. Examples of such would be speech clubs, science fairs, sex educations programs, Saturday School, penmanship programs, new texts, etc. They also meet at least quarterly on primary, intermediate, and junior high levels to discuss problems, raise questions, submit ideas on policy, instruction, or curriculum, or to shape a program that best fits our goals. Everything from lunch duty to science and social studies curriculum changes, has come about through these channels.

While working together is their customary modus operandi, teachers in exemplary private schools have a remarkable degree of autonomy. In their own classrooms, each makes and carries out the decisions that effectually shape the education of girls and boys from day to day. Seldom are they bound to "deliver" a curriculum, measure for measure exactly as it was approved; and when they do not choose their textbooks, they usually have an important say in the choice. Beginning teachers have the benefit of close, constructive guidance, but the guidance purposes to give them their heads.

Autonomy feels good. In balance with collaboration it makes for high teacher morale, and morale is perhaps the chief ingredient of the climate that pervades exemplary elementary schools.

Physical surroundings have something to do with climate. Grounds and buildings; light, space, and air; furnishings and equipment—all these affect the conditions under which teaching and learning must go on. But for the most part, people create climate; and when the people respect and care about each other, when they feel that the activities which bring them together are worth their while, when they know someone is in charge and know what is expected

*The quotations here and those that follow are taken from the schools' applications or from site visitors' reports.

of them—then the climate of a school is certain to be favorable.

Site visitors confirm the claims of principals, the witness of teachers, and the testimony of students that the climate of exemplary private elementary schools is distinctively and dependably favorable. "Warm," "happy," "bright," "cheerful"; "vital," "creative," "stimulating"; "enthusiastic," "supportive," "wholesome"— such are the words principals and site visitors found to describe the climate of exemplary schools. The comments braced below are rather more reserved than many, but eloquent in their homely simplicity.

Principal:

> One of the reasons I am submitting this report is the climate of the school as I first experienced it when I came for an interview. My impression on first entering the school continues, and I am happy to be part of the atmosphere of care, encouragement, order, challenge and joy that permeates the building. Everyone—the pastor, mailman, volunteers, aide, students, staff and faculty—everyone shares a common pride in the school. As old as the building is—105 years—it accents the spirit that has characterized this school since it began.

Site visitors:

> If one word (which we both arrived at independently) could be used to describe the atmosphere of the school, it would be "respect." The principal, every teacher, and every staff member treated the children respectfully, allowing for freedom with the proper amount of direction. The school is marked with a sense of spontaneity and yet order. Friendliness is most apparent and students seem at home and happy.
>
> Faculty morale is high. A strong sense of identity with the school among faculty is most apparent. Many faculty members have remained at the school for many years, and they express a deep sense of joy and belonging at being there. A great deal of joint planning on the part of the faculty comes across in multiple ways.
>
> In summary, the atmosphere and morale of this school are excellent. Much dedication, work, and love go into maintaining this great and realistic spirit.

Competence runs high among teachers in exemplary schools; and when competent teachers plan the curriculum for the children they teach, the curriculum is likely to meet the needs those children bring to school.

In an inner-city Catholic parochial school, 53 percent of the students are Hispanic, 46 percent are black, and 90 percent come from low-income families. "In this school," writes the principal, "language arts has a dominant place in the curriculum. Most other subjects are taught in relation to it, because this is the area of greatest need in our school where English is not always spoken in the home." In a suburban independent school, 90 percent are white, and fewer than 2 percent come from low-income homes. There, "the thrust is on the basics with an emphasis on supporting each student's individuality and self-esteem. The school believes in the importance of the total environment; thus there are very strong programs in the arts and extra-curricula."

Although styles of teaching and methods of instruction vary, thorough grounding in the basic academic skills is the constant practice of exemplary schools, which strive to take children beyond the attainment of competency levels and ensure the application of their competency in learning. "Our primary concern," reports one school, "is to use these reading skills as a tool in understanding, appreciating, and enjoying literature." The same school ventures that "our strength in math lies in our continual striving to balance conceptual understanding with practical problem-solving skills." In another, the English Department "promotes the integration of good language arts skills into the fabric of the school's entire curriculum," while the Mathematics Department "coordinates with other academic disciplines, especially to help develop skills." A third calls writing "the very heart of reading, religion, and social studies classes."

The exemplary school curriculum is rich. The traditional subjects—literature, history and geography, mathematics and science—are always well represented and often presented with flair. At a school where

students go beyond regular classroom activity in a "math laboratory," it is "common to see children walking about campus measuring with meter sticks, or trying to determine how long the *Mayflower* was, or trying to figure out how many different ways to arrive at number 144." After they read the book, fifth-graders in another school have a "Wind in the Willows picnic and dramatic skit."

Many of the schools include foreign language instruction. The principal of one explained concisely that the emphasis is on "being able to communicate with people who do not speak your own language." In a Lutheran school eighth-graders take German; youngsters in a Jewish school study "Hebrew as a living language"; but Spanish and French are the languages that most often find places in the exemplary elementary school curriculum.

Kindergarten children at a Catholic school in Texas learn the Spanish words for numbers, parts of the body, colors, fruits, while seventh- and eighth-graders have a "comprehensive study of Spanish." A Catholic school in Nebraska gives weekly classes in French for all grades; eighth-graders may earn "full high school credit" for first-year Spanish. The curriculum of an independent school in Indiana includes Latin, as well as Spanish and French.

Schools that do not teach foreign languages have good reasons. Having tried, then abandoned mini-courses in foreign languages, the principal of one explained, "We have records and computer software for French/Spanish and German, but because our days are so filled with teaching basics we choose not to emphasize languages."

"The arts are considered to be *basic* to a child's education" at one school. At another, "Art, music, and drama are strong components in our curriculum." A third puts a premium on the arts for their disciplines which require "the development of technique and specific skills" and the opportunities they provide for "creative and imaginative work in all areas at all levels." Not all exemplary schools are so assertive, nor do they all have exemplary arts programs. One spoke for several, acknowledging that "art is the domain of the classroom teacher" who is "encouraged to use art in various subject areas." Yet none would relegate the arts to the category of frills, and many have impressive, if not always sophisticated, programs.

Representative is a program that provides for regularly scheduled classes of music and art in all grades.

> There are major dramatic productions in grades 5-9 ... in grades K-4 dramatic happenings for their parents. ...Music classes stress the reading of notes, understanding components of music such as rhythm, pitch, sounds. ...Children play Orff instruments and recorders...piano or strings instruction from a private teacher...band classes for grades 5 through 9...a bell choir in grades 7 and 8. ...Music history and appreciation are also included. ...Students are given the opportunity to work with many art media...to make art one must 'form or make' in his own way. ...There is much flexibility within the curriculum.... Art appreciation and history is also stressed through the use of Reinhold Art Visuals and the Phi Delta Kappa SWRL program...each year an artist-in-residence ...we have turned our cafeteria into an art gallery."

As noteworthy as the integrity of instruction in the arts is the diffusion of art throughout the curriculum. Many deliberately and effectually use art to enlighten and reinforce learning in other subjects, and a Montessori school purports to integrate art "in the whole curriculum." Church-related schools seize the opportunities liturgies and religious seasonal observances present to integrate art, and individual schools feature particular unions. One, for example, boasts the integration of art as "a unique feature of our science program. ...The two classrooms share an adjoining resource room and combine their emphases to help children see relationships between science and art. Currently both teachers are designing units which focus on the concept of color."

Exemplary private elementary schools mirror the experience of schools across the country with computer technology. Still

wading ashore are a few where students are making the acquaintance of the schools' first pieces of hardware and software. Most have established beachheads, and a number are moving inland. The former can assure students some degree of "computer literacy" and afford them "computer-assisted instruction"; the latter can claim, as one of them does, "But the computer program does not stop there. It goes much further to develop the child's creative and problem-solving skills." To what extent computers will serve to develop children's creating and problem-solving skills is an open question; but computers are in place, and exemplary elementary schools will be among the first to answer the question.

If "rich" describes the curricula of these schools, it rarely applies to their treasuries. For all their fund-raisers, annual giving programs, and capital gift campaigns, few are on Easy Street. The financial resources of many are very lean indeed, and even those that serve affluent constituencies are often hard pressed to make ends meet. They can afford rich curricula only because so many contribute so much. The old-fashioned word for the devotion of teachers is "dedication." Private elementary school teachers frequently have subsistence salaries for remuneration, and much of the time they spend, the attention they pay, and the expertise they give might better be called a contribution. Nor is it unalloyed self-interest that prompts parents to volunteer in extraordinary numbers for important responsibilities and routine school duties. Surely they contribute, too, acting in what Robert Smith has called "the certain knowledge that a private school's destiny is in its own hands."[5]

Unquestionably the commitment most private elementary schools make to the development of character is a powerful attraction to parents and teachers alike. Emboldened by conviction and enabled by the law of the land, church-related schools put this purpose up front and keep it there. "Character development is primary in our planning," asserts a Catholic school. "We highlight responsibility, courtesy, honesty, reconciliation, courage, justice, and the importance of offering service." A "General Statement of the Seventh-day Adventist Educational Philosophy" declares, "The educational program of the church gives primary emphasis to character building and to the spiritual foundation of the life of its children and youth." A Friends school asserts, "We stress acceptance of differences; we emphasize cooperation with concern for others; and we encourage a sense of commitment toward the larger community."

From school to school such values assume the construction of the sponsoring church; but students and teachers who do not belong to the church usually find the welcome warm and the risk of indoctrination small, even where the curriculum includes instruction in religion and their attendance at religious exercises is required.

Character development is certainly not the monopoly of church-related schools. Those that do not "get involved in religion" (as an independent school headmaster warily put it) also accept its place in elementary education. Like church schools, unaffiliated schools expect teachers to personify good character, and count on them to help children as they run into the difficulties of growing up. One sees the development of character as everyone's responsibility, "so everyone is involved, including not only faculty and administration but also office staff and maintenance crew." Another specifies educational purposes "to assure that the individual student learns how to deal with ethical and moral questions" and "to encourage the individual student to acquire the attitudes and skills of intelligent leadership, cooperation and service."

The church-related schools make liturgies, meetings for worship, and other observances functions of character development, and almost all schools make the curriculum itself a seedbed for personal growth, some to a greater extent than others, some with more deliberation. A Hebrew academy deliberately goes far. There, "the development of character is addressed in both secular and Hebrew studies programs. Social Stud-

ies addresses values and social skills...In Hebrew Studies, Biblical heroes are treated as models of behavior and biblical stories are analyzed in terms of the morals, values, or ideals stressed." An independent school reports, "Our literature units offer opportunities to pursue moral and ethical issues." A Lutheran school emphasizes "that it is important for students to think for themselves and not be misguided by the whims of society...and integration of Christian principles in our secular subjects assists in bringing across this idea."

The emphasis the schools put on service must help instill this fundamental trait of character. Almost unexceptionally, they expect or require children to share in the daily chores of keeping school. Students are encouraged, for example, "to be alert and to volunteer time doing tasks in the school, such as setting up chairs in the auditorium and delivering milk to the Kindergarten." They are also encouraged to be of service beyond their school communities, in the local and global communities.

There is of course a limit to the kind and amount of service young children—some of them very little people—can render in the global community and even in their local communities; but the service they do perform is not entirely removed, and it may not be written off as perfunctory. Many match this account of service projects:

> Students help with various parish activities. They prepare a liturgy for the second Sunday of every month; they serve as ushers. They have also undertaken community mission projects as well as state-wide, and world-wide. "Community" is the Gospel value we are most concerned with. To grow in Community we have done the following as a partial list of activities: cooked chili for a parish covered dish supper; decorated the tables for a parish event; visited shut-ins, visited children's shelters; collected toiletries for the battered women's shelter; collected items suitable for jail inmates. Our young have gotten involved with the Teenage Crime Commission, a jury of teens to try their peers and offer suggestions for punishment to the judge. We have become involved with helping the city of Bustamente, Mexico, a very poor community.

These schools truly are warm, happy places where girls and boys are eager to learn. That they do learn is easy to believe, and the evidence is abundant that their learning is sound. It would be foolish to suppose all emerge untempted or untouched by the conditions of our culture that undermine character, but there is assurance that they have the benefit of schooling which, without apology, takes a share of adult responsibility for the wholesome development of their character.

"Caring" is another word that recurs in reports of site visitors and the accounts of the schools. Commonly used to dignify sentimentality, the word has perhaps become suspect, but here it means what it says. Parents and administrators care, and strive together to promote and ensure the exemplary quality of their schools. Teachers care, and don't want to leave. They care about the work they do together, and the work they do in their separate classrooms. Ultimately the caring is all about children who are at the critical beginning of their education; and in the last analysis it may be the kind and degree of caring that sets exemplary schools apart.

Asked what was special about his school, an eighth-grader wrapped it all up in a simple sentence. He said, "People really care about us."

Notes

1. The Council for American Private Education is comprised of 15 national private school associations that serve or operate approximately 15,000 private schools for about 4.2 million students—70% of the nation's private school students. Member organizations are non-profit and subscribe to a policy of non-discrimination in their admission policies. The organizations are: The American Lutheran Church, American Montessori Society, Association of Evangelical Lutheran Churches, Association of Military Colleges and Schools of the United States, Christian Schools International, Friends Council on Education, Lutheran Church-Missouri Synod, National Association of Episcopal Schools, National Association of Independent Schools, National Association of Private Schools for Exceptional Children, National Catholic Educational Association, National Society for Hebrew Day Schools, Seventh-day Adventist Board of Education, K-12, Solomon Schechter Day School Association, United States Catholic Conference.

2. Because some constituent organizations chose not to review applications of their own member schools, CAPE formed a Secretariat to screen the applications of those schools. The Secretariat used readers familiar with the types of schools involved. Please note in this connection that the program followed a modified procedure in screening and selecting special education schools, using consultants with the appropriate experience and expertise.

3. William J. Bennett, *First Lessons*. U.S. Department of Education, Washington, D.C., 1986.

4. *Education Advisory*, 1985 by Rexford Brown, published by the Education Commission of the States; quotation from Chapter III reprinted in April 1985 issue of *Basic Education*.

5. The quotation is from the Foreword to the Report of the Exemplary Private School Recognition Project, 1983-1984.

Eligibility Requirements

1. The school must be a private elementary school with its own principal or director having a minimum of three grades between K-8 or their equivalent. The elementary components of K-12 schools are eligible.
2. The school must have been in operation for at least five years.
3. The school must be a nonprofit 501(c)(3) institution and have no litigation pending concerning that status.
4. If a K-12 school, it must not have received recognition in this Program in 1983-84 or 1984-85.
5. a) The school must demonstrate exemplary progress and growth of students individually as determined by a carefully worked out system of evaluation;

or

b) The school must demonstrate that during the last three years, 75% or more of its students have achieved at or above grade level in mathematics and reading;

or

c) The school must demonstrate that during each of the past three years, the percentage of students who achieved at or above grade level in mathematics and reading must have increased by at least 5% annually; and in the last year, 50% or more of the students must have achieved at or above grade level in both areas.

Selection Criteria

Schools will be asked to give detailed information on the Program application about the following criteria which will guide the selection of schools to be recognized once eligibility has been determined.

Quality of Instructional Program

1. The school has a clear statement of philosophy and goals which is regularly reviewed and is reflected in all aspects of its program.
2. The school maintains rigorous standards for growth consistent with its goals including the following:
   a) The school actively works to develop and sustain intellectual curiosity.
   b) The school recognizes and meets the varied needs involved in the intellectual development of each child.
   c) The school recognizes and meets the varied needs involved in the emotional development of each child.
   d) The school encourages each child to achieve a recognition of self-worth.
   e) The school stresses the development of each child's talents.
3. The school promotes values and ethics.

Quality of Instruction

1. The school measures its teachers both by their effectiveness in teaching subject matter and by their capacity to affect student growth. Teachers are encouraged to help students achieve a wider and developing understanding about social, ethical, and personal concerns.
2. The school is effectively responsive to the specific needs of its students and the school community.

Quality of School Leadership

1. The school evidences a strong and continuing interest in the quality of its leadership and, if applicable, of its Board of Directors.
2. The school evidences prudent financial management and is candid with regard to the use of its resources.

Quality of Efforts to Make Improvements and Maintain High Quality Programs

1. The school has established a program of professional evaluation and staff development which is reflected in its commitment of resources.
2. The school regularly evaluates itself and involves both faculty and staff in this process.
3. The school is able to present a cogent picture of its character and programs as exemplary.

Quality of School-Community Relations

1. The school stresses and practices social and community responsibility:
   a) in the school
   b) in the community of which the school is a part.
2. The school regularly and substantially involves its parents in school affairs.
3. The school strives to maintain an enrollment representing a diversity of socio-economic, cultural, and ethnic backgrounds by means of recruitment, admission, financial aid policies, etc.

Quality of Student Outcomes

1. The school has a system of evaluation which demonstrates exemplary progress and growth and/or a program of testing which clearly demonstrates the success of the academic program.

Schools Recognized in 1986

Akiba Academy of Dallas (HDS)
6210 Churchill Way
Dallas, TX 75230
K-8; 80 Boys/70 Girls
Rabbi David Leibtag, Headmaster

Ancillae-Assumpta Academy (NCEA)
2025 Church Road
Wyncote, PA 19095
K-8; 229 Boys/267 Girls
Sr. Elizabeth McCoy, ACJ, Principal

Ascension Catholic (NCEA)
2950 N. Harbour City Boulevard
Melbourne, FL 32935
K-8; 132 Boys/126 Girls
Sr. M. Joseph Barden, Principal

Benchmark School (NAPSEC)
2107 N. Providence Road
Media, PA 19063
1-8; 121 Boys/41 Girls
Irene W. Gaskins, Ed.D., Principal

Central Institute for the Deaf (NAPSEC)
818 South Euclid
St. Louis, MO 63110
K-8; 56 Boys/44 Girls
Jean S. Moog, Principal

Christ the King (NCEA)
46 Peachtree Way
Atlanta, GA 30305
K-8; 243 Boys/255 Girls
Sr. Jean Liston, Principal

Dickinson Area Catholic School (NCEA)
406 West B Street
Iron Mountain, MI 49801
K-8; 154 Boys/117 Girls
Mary L. Brien, Principal

Elm Grove Lutheran School (LCMS)
945 N. Terrace Drive
Elm Grove, WI 53122
K-8; 150 Boys/144 Girls
Perry A. Bresemann, Principal

H.F. Epstein Hebrew Academy (HDS)
1138 North Warson Road
St. Louis, MO 63132
K-8; 94 Boys/104 Girls
Dr. Joseph Rischall, Educational Director

Hanahauoli School (NAIS)
1922 Makiki Street
Honolulu, HI 96822
K-6; 88 Boys/105 Girls
Robert G. Peters, Ed.D., Principal

Hebrew Academy of Atlanta, Inc. (HDS)
1892 North Druid Hills Road, NE
Atlanta, GA 30319
K-7; 166 Boys/159 Girls
Dr. Ephraim Frankel, Headmaster

Holland Christian Middle School (CSI)
850 Ottawa Avenue
Holland, MI 49423
6-8; 192 Boys/178 Girls
Kenneth Kuipers, Principal

Holland Hall (NAIS)
5666 E. 81st Street
Tulsa, OK 74137
K-3; 123 Boys/117 Girls
Peter M. Branch, Headmaster

Holy Cross Lutheran School (LCMS)
3425 Crescent Avenue
Fort Wayne, IN 46805
K-8; 224 Boys/246 Girls
Ralph A. Greve, Principal

Holy Cross School (NCEA)
720 Elder Lane
Deerfield, IL 60015
PK-8; 176 Boys/192 Girls
Patricia F. Carter, Principal

Holy Family School (NCEA)
5925 West Lake Street
St. Louis Park, MN 55416
K-6; 71 Boys/71 Girls
Leighton R. Johnson, Principal

Immaculate Conception (NCEA)
400 N.E. 17th
Grand Prairie, TX 75050
K-8; 118 Boys/123 Girls
Diane B. Cooper, Principal

Northwest Lutheran School (LCMS)
4503 N. 106th Street
Milwaukee, WI 53222
K-8; 157 Boys/156 Girls
Roger C. Laesch, Principal

Our Lady of Fatima School (NCEA)
2315 Johnston Street
Lafayette, LA 70503
K-8; 447 Boys/468 Girls
L. Keith Bartlett, Principal

Our Lady of Lourdes (NCEA)
44 Toomey Road
West Islip, NY 11795
PK-8; 143 Boys/144 Girls
Sr. Kathleen Carberry, CSJ, Principal

Pacific Union College Elementary School (SDA)
135 Neilsen Court
Angwin, CA 94508
K-8; 124 Boys/112 Girls
E. Kenneth Smith, Principal

Pines Montessori School (AMS)
3535 Cedar Knolls Drive
Kingwood, TX 77339
K-8; 109 Boys/75 Girls
Markus J. Starford, Director

Rabbi Alexander S. Gross Greater Miami Hebrew Academy (HDS)
2400 Pine Tree Drive
Miami Beach, FL 33140
K-6; 126 Boys/149 Girls
Rabbi Harvey Silberstein, Principal

Rowland Hall-St. Mark's School (NAIS)
205 First Avenue
Salt Lake City, UT 84103
PK-6; 222 Boys/202 Girls
Dr. Carol A. Lubomudrov, Principal

Saint Anthony's School (NCEA)
5680 N. Maroa
Fresno, CA 93704
K-8; 168 Boys/137 Girls
Thomas Neumeir, Principal

Saint Barbara (NCEA)
2825 Lincoln Way, N.W.
Massillon, OH 44646
K-8; 137 Boys/109 Girls
Sr. Linda Preece, HM, Principal

Saint Bernadette School (NCEA)
Bond and Turner Avenues
Drexel Hill, PA 19026
K-8; 231 Boys/221 Girls
Sr. Alice T. Moore, OSFS, Principal

Saint Cecilia's Cathedral Elementary (NCEA)
3869 Webster Street
Omaha, NE 68131
K-8; 186 Boys/179 Girls
Bonnie J. Pryor, Administrator

Saint Francis School (NCEA)
423 Ferry Street
New Haven, CT 06513
K-8; 120 Boys/127 Girls
Sr. M. Julianna Poole, SSND, Principal

Saint Matthias (NCEA)
4910 N. Claremont
Chicago, IL 60625
K-8; 199 Boys/201 Girls
Sr. Marcian Swanson, Principal

Saint Michael Catholic School (NCEA)
805 E. Northern Avenue
Crowley, LA 70526
K-8; 239 Boys/241 Girls
Patrick Slattery, Principal

Saint Rita School (NCEA)
2905 Dunleer Road
Baltimore, MD 21222
K-8; 116 Boys/102 Girls
Sr. Beatrice Caulson, IHM, Principal

Sidwell Friends Lower School (NAIS)
3825 Wisconsin Avenue, N.W.
Washington, D.C. 20016
PK-4; 143 Boys/137 Girls
Richard Lodish, Ed.D., Principal

St. Agatha (NCEA)
2767 Andover Road
Columbus, OH 43221
K-8; 105 Boys/110 Girls
Sr. Julienne Guy, Principal

St. David's Elementary School (NCEA)
871 Sonoma Street
Richmond, CA 94805
K-8; 138 Boys/126 Girls
Barbara Kringle, Principal

St. Elizabeth School (NCEA)
917 Montrose Road
Rockville, MD 20852
1-8; 141 Boys/130 Girls
Maureen McCabe, Principal

St. Ignatius Loyola (NCEA)
50 East 84th Street
New York, NY 10028
K-8; 220 Boys/250 Girls
Sr. Audrey Boylan, SC, Principal

St. Joan of Arc (NCEA)
4913 Columbia Street
Lisle, IL 60532
1-8; 315 Boys/286 Girls
Sr. Carolyn Sieg, OSB, Principal

St. John Lutheran School (LCMS)
1011 West University Drive
Rochester, MI 48063
K-8; 251 Boys/273 Girls
Dr. Roy G. Kaiser, Principal

St. John Lutheran School (LCMS)
877 N. Columbia
Seward, NE 68434
K-8; 176 Boys/171 Girls
David R. Mannigel, Principal

St. Katherine's/St. Mark's School (NAIS)
1821 Sunset Drive
Bettendorf, IA 52722
K-6; 57 Boys/49 Girls
Michael A. Novello, Headmaster

St. Lorenz Lutheran School (LCMS)
140 Churchgrove Road
Frankenmuth, MI 48734
K-8; 251 Boys/275 Girls
Edward K. Berthold, Principal

St. Mark Catholic School (NCEA)
541 E. Edgewood Avenue
Indianapolis, IN 46227
K-8; 146 Boys/144 Girls
Annette M. Lentz, Principal

St. Martin's Episcopal School (NAES)
5309 Airline Highway
Metairie, LA 70003
K-5; 248 Boys/191 Girls
Marjorie Conatser, Lower School Head

Schools Recognized in 1986

St. Mary Cathedral School (NCEA)
321 N. Otsego Street
Gaylord, MI 49735
K-8; 144 Boys/120 Girls
Thomas Grange, Principal

St. Mary Queen of the Universe (NCEA)
304 E. Cloud Street
Salina, KS 67401
PK-6; 179 Boys/189 Girls
Nick Compagnone, Principal

St. Mary School (NCEA)
2845 Erie Avenue
Cincinnati, OH 45208
K-8; 226 Boys/214 Girls
Jane S. Welling, Principal

St. Monica (NCEA)
12132 Olive Boulevard
Creve Coeur, MO 63141
K-8; 178 Boys/189 Girls
Susan E. Rohman, Principal

St. Patrick School (NCEA)
3340 South Alameda
Corpus Christi, TX 78411
K-6; 169 Boys/159 Girls
Sr. Patrice Floyd, Principal

St. Paul Lutheran School (LCMS)
1126 S. Barr Street
Fort Wayne, IN 46902
K-8; 114 Boys/97 Girls
H. Eugene Burger, Principal

St. Peter Elementary School (NCEA)
165 Somerset Street
New Brunswick, NJ 08901
K-8; 220 Boys/217 Girls
Sr. Maureen Cauley, SC, Principal

St. Peter Prince of Apostles (NCEA)
112 Marcia Place
San Antonio, TX 78209
K-8; 118 Boys/163 Girls
Mary Ann Leopold, Principal

St. Pius X/St. Leo School (NCEA)
6905 Blondo Street
Omaha, NE 68104
1-8; 396 Boys/449 Girls
Joyce A. Gubbels, Principal

St. Rose of Lima (NCEA)
10690 N.E. 5th Avenue
Miami Shores, FL 33138
PK-8; 275 Boys/315 Girls
Sr. Anne Bernard, IHM, Principal

St. Viator (NCEA)
4246 S. Eastern Avenue
Las Vegas, NV 89119
PK-8; 228 Boys/260 Girls
William C. Langley, Principal

Sts. Peter and Paul (NCEA)
838 Brook Avenue
Bronx, NY 10451
K-8; 203 Boys/193 Girls
Sr. Marita Regina Bronner, Principal

The Calhoun School (NAIS)
433 West End Avenue
New York, NY 10024
K-4; 61 Boys/52 Girls
W. Jeff Wallis, Director, Lower School

The King's Academy (AACS)
4215 Cherry Road
West Palm Beach, FL 33409
K-6; 315 Boys/385 Girls
Mary Purdie, Principal

The Miquon School (NAIS)
Harts Lane
Miquon, PA 19452
PK-6; 71 Boys/62 Girls
William E. DeLamater, Principal

The Stanley Clark School (NAIS)
3123 Miami
South Bend, IN 46614
K-8; 195 Boys/167 Girls
Donald R. Rauson, Headmaster

Key for school affiliation abbreviations:

AACS—American Association of Christian Schools
AMS—American Montessori Society
CSI—Christian Schools International
HDS—National Society for Hebrew Day Schools
LCMS—Lutheran Church-Missouri Synod
NAES—National Association of Episcopal Schools
NAIS—National Association of Independent Schools
NAPSEC—National Association of Private Schools for Exceptional Children
NCEA—National Catholic Educational Association
SDA—Seventh-day Adventist Board of Education, K-12